

NAEB UTILIZATION PROJECT ADVISORY COMMITTEE

ELAINE AFTON

General Comments: (Contained in a letter.)

At times, I thought the scripts were more radio-written for the hearing ear. Even radio, however, would demand getting in and out faster. At other times I felt there was too much educational jargon and philosophizing. What could have been said in ten words took fifty.

Sometimes I wanted to take ideas from one kit and use them in another where I believed they were better suited to the purpose or theme. Also, it seemed to me we must assume some background knowledge on the part of the learner. If we don't, six kits will never be sufficient to cover "the water-front".

Although all the above may seem to be most negative, it really isn't. There are excellent ideas presented in clever and effective ways. There is just too much, and the committee will have to select and eliminate.

At first I started to write down all the take-outs and leave-ins, all the transfers here to there, of each script. The process became so involved that I finally decided on this letter with its general nature.

CHARLES HETTINGERFilm Treatment - Kit No. 1

Much better - closer knit.

page two - line 14 (hamstringing)

Comment: Awkward word.

page ten - General comment.

Comment: Why does Marye suddenly break her "form" here? Up until now she has told us exactly what the Narrator will say. Suddenly, it is only the idea. I can only trust that the production center will put good words into the Narrator's mouth!

Charles Hettinger - Film Treatment Kit No. 1 (con't)

page fifteen - line 6 (...from basic teaching to enrichment and observation.)

Comment: Such segments would all look alike. Brief bits from these various types of teaching would not show a difference, unless the narrator said "Basic reading can be taught to 7th graders... or the course in science can be enriched by so and so....etc."

page fifteen, sixteen, seventeen - Points (1), (2), (3) and (4).

Comment: Four points listed are most important.

page twenty - Last paragraph.

Comment: I like the third idea better - it completes the action of the opening: the TV is now in the classroom. The remaining 5 films go on from there.

WANDA MITCHELL

Film Treatment - Kit No. 1

page fifteen - line 6 (...from basic teaching to enrichment and observation.)

Comment: How to distinguish among these?

page fifteen - line 18 (In some parts of the country high school and college students have met requirements in some subjects by studying television courses without the aid of any classroom teacher.)

Comment: Should we mention adult education?

page twenty - Last paragraph.

Comment: I like this idea better.

JAMES FELLOWSFilm Treatment - Kit No. 1Comments:

(1) If we are successful in our request to get increased funds for film, I do not think it is appropriate to involve the overhead projector as a gimmick for presenting this material. The only reason for using the overhead projector was that this demonstrated the applicability of one audio-visual device to television presentation, and while it would still be possible to use it, I think it is unnecessary and in a film presentation would really get in the way.

(2) On Page 14 there is reference to the question, 'Where has television come from?' My thought on this is that this may be a slightly backward approach that would not serve to make any friends among the teachers who may be viewing this film. I think that the major point we need to make here is that the application of television to direct instruction is a result of our awareness that there is still room to improve the teaching-learning process. This, of course, does not mean that television is always done well and that it is always designed to meet specific needs, but I think in every case it demonstrates the willingness of educators to consider new devices for meeting various needs.

This point is made, of course, in the paragraph which refers to the microscope, but then the next paragraph refers to 'television being pushed by both visionaries who chose action rather than apathy in the face of no channels for education threat.' This point is not necessarily appropriate for this film.

(3) There is a feeling in some sections - for example, on Page 18 - that television is going to work in, no matter what. The statement is "and it will take its place - some kind of place to work with you one way or another..." I wonder if it would be possible here to change the emphasis slightly to avoid giving the impression that television is being run by somebody else and that all the teachers can do is adapt to it. I frankly think that they can take a far more active role than that and we should avoid giving the impression that television is coming and that teachers better look out. If we can develop the idea that television, like all the other materials in the Resources Center, has a potential to assist in the solution of every day needs which many teachers can identify with, I think we will have made a contribution that has not been made by any other presentations along this line.

(4) It may be that this approach could also be used in the listing of 'What Television Can Do.' Rather than talking about a situation where television teachers provide practically all of the instruction, it may be that we should talk about a situation where this is necessary and

James Fellows - Film Treatment Kit No. 1 (con't)

then indicate how television plays a part. Similarly, where television is used cooperatively with the classroom teacher, we might emphasize first the educational needs which make this desirable, and then show how it can be done with television.

CHARLES HETTINGER

Film Treatment - Kit No. 2

General Comments:

The important part of this kit starts on Page 24, where we are introduced to the various use of ITV. But -

Here the script is no longer given substance - only ideas are sketched in. We have very specific words and visuals in the long, long introduction (pages 1-24) - but the really important section is left almost bare.

Surely, we cannot leave the most vital part of the script to the producing unit!

I do not quite understand Marye's objective in the script writing. She did the same thing in Script One. She gave a word for word introduction, but when it came to the historical development - which was the purpose of the script - she became indefinite and vague.

I think the introduction, pages 1-24, is too long, too diffuse, too wordy, too "philosophic."

People who use this series of kits want information about TELE - VISION - and its use in the classroom. They are not concerned with a lengthy though necessarily sketchy discussion of the learning process. This they know about. They want information about TV.

Therefore, I have marked on the script certain sections of pages 1-24, which I think can be omitted. This will lead to abrupt changes and sloppy transitions - and would thereby require some script rewriting. The point is, the introduction is too long.

Pages 25-26 call for illustrations of use of TV - but how can they be illustrated. Here is what viewers will want to see. Here is where we should get specific. Here is the really important part of the script - but it is vague.

Charles Hettinger - Film Treatment Kit No. 2 (con't)

page one -	Second paragraph - second opening
Comment:	Better introduction.
page two -	Middle line 14 - Sentence: (And we're concerned with looking at a psychological process.
Comment:	OUT
page two -	Line 20 (Our experience...our emotions...our expectations.....) on to page three through (NARR:...clearly and objectively...we might see one of these.)
Comment:	OUT
page three	Beginning with line 17 (He puts down the rock....) on to page four ending with line 3 (He puts down the pebble and picks up the aspirin.)
Comment:	OUT
page six -	Beginning with line 11 (Have they changed in some...) and ending with line 13 (with which most educators agree?)
Comment:	OUT
page seven -	Beginning with line 4 (NARR: Why is it, then,) and ending with line 13 (puzzling and gargantuan as the Twentieth Century and technology can make them.)
page eight -	Beginning line 4 (NARR: Look out there...) ending with line 15 on page ten (growing with such unnerving abandon.)
Comment:	OUT
page eleven	Beginning line 3 (Not like this silo...) ending line 8 (...mobile...alert to shifting currents...flexible in the face of change.)
Comment:	OUT
page twelve -	Beginning line 18 (NARR: ...and this is not simply an annoying unit) ending at end of page sixteen.
Comment:	OUT

Charles Hettinger - Film Treatment Kit No. 2 (Con't)

- page seventeen - Beginning line 9 (Here we shift to an individual teacher's) ending line 11 page twenty one (junction with TEACHER'S image.)
- Comment: OUT. I don't even get the point of this segment: pages 17-21.
- page twenty two - Beginning line 10 (TEACHER: Facts...skills... ideas...) ending line 1 page twenty three (this or needs to do it. Let's look around us...)
- page twenty three - Beginning line 2 (The bell rings.) ending line 10 (today, because she has to help fit the pep squad costumes (or some such).)
- Comment: Perhaps, if done well.
- page twenty three - Beginning line 12 (He points out that the multiplicity of) ending line 6 page twenty four (We see the need. Where can we see the answer to that need.
- Comment: OUT
- page twenty four - Beginning line 12 (Television is a versatile medium) through page thirty.
- Comment: Here is the meat of the script!
- page twenty five - Beginning line 4 - 13 points which are continued on page twenty six.
- Comment: How are these 13 points to be illustrated.

WANDA MITCHELL

Film Treatment - Kit No. 2

- Title Page - Title: POTENTIAL FOR LEARNING
- Comment: Excellent title.
- page one - Paragraph 1 - line 4 (instructional television)
- Comment: If this is used, please show something besides French and science!

Wanda Mitchell - Film Treatment Kit No. 2 (con't)

page one - Second paragraph.

Comment: prefer this opening

page three - Beginning line 6 (We get a close view of a ring,) ending page four line 13 (In the realities of the classroom.)

Comment: Very good.

page eight - Beginning line 13 (The air presses...)

Comment: ??

page ten - Line 8 (Forgive me. But I get carried away.)

Comment: Will viewer?

page ten - Paragraph - beginning line 16 (This is a source of real concern)

Comment: Excellent.

page eleven - Beginning line 4 (We see a picture of a silo...) ending line 12 (personal resources with all the effective help they can get.)

Comment: Good analogy.

page seventeen - Line 10 (classroom with 35 or 40 students,)

Comment: Age group?

page twenty two - Beginning line 10 (TEACHER: Facts...skills... ideas...)

Comment: What age group is listening to a lecture of this nature?

page twenty five and page twenty six - 13 statements

Comment: These 13 statements should be presented 3 ways:
1. By narrator, 2. by lettered chart or list,
3. by illustration.

CHARLES HETTINGER

Film Treatment - Kit No. 3

page five -

Beginning line 5 (This reminds us of another question.) ending line 6 page six (Here we see on the screen another link...with the words NEED DEFINED in the link.)

Comment:

OUT - This matter of filling a need was the theme in script #2. I feel that it is unnecessary in script #3.

If cut, some transition would be needed to get to the superintendents.

page nine -

Comment:

The Science Advisory Committee does not need to be 30. Use 5 to 8, and say that sometimes the group is larger.

page ten -

Beginning line 1 (Will the whole committee) ending line 13 (NARRATOR: Generally, a handful of natural leaders emerge...)

Comment:

This sequence depicts the truth - but it is not necessary. Such conditions exist with every committee - we do not need to point it up in connection with TV.

page twelve -

Beginning line 10 (At this point we see on the screen) ending line 15 page fourteen (background information:)

Comment:

This step seems unnecessary. Much of this material can be incorporated into the previous step - planning the course.

page fourteen -

Beginning line 16 (Specific example:) ending line 6 page fifteen (television staff people.)

Comment:

This point seems to be out of place in the plan. Discussion of TV personnel should come later, with discussion of actual preparation of the TV lesson.

page nineteen -

Beginning line 14 (In this way the coordinator) ending line 4 page twenty one (it is final.)

Comment:

This step can be cut to save time. It can be stated in a sentence.

Charles Hettinger - Film Treatment Kit No. 3 (con't)

page twenty one - Beginning line 16 (AREA THREE - "TEACHER'S GUIDE")
through entire scene.

Comment: All this about the Teacher's Guide can be said
more briefly. All those voices seem to make the
process so complex and "mystifying" that I fear
no one will quite get the point!

page thirty four - Beginning line 19 (Narrator turns toward camera...)
ending line 10 page thirty five (science, ETC.)

Comment: This sequence can be cut.

page thirty five - Beginning middle of line 13 (who work toward
improvements for next) to end of page.

Comments: Let's leave out reference to next year. It
is enough if we show how this year's lesson
got on the air.

General Comment: The script needs to be tightened throughout.
As I see it, this particular film would run
several hours. Let's hit only the high points,
and suggest the minor ones by simple statements
by the narrator.

Too many people are involved. It would create
a real traffic problem. Again, the script is so
vague. Who is going to write the exact words?

WANDA MITCHELL

Film Treatment - Kit No. 3

Title Page - Title: PREPARING THE INSTRUCTIONAL PROGRAM

Comment: OK

page four - Line 10 and 11 (We should get some reaction shots
of the children, viewing the lesson...to show their
fascinated preoccupation with what is going on on
the screen.

Comment: Should we also see what the classroom teacher
is doing?

Wanda Mitchell - Film Treatment Kit No. 3 (con't)

page six

Comment: Instead of the NEED beginning with supt., could it originate with a teacher who feels the need and her own inadequacy and asks for help? Then the supt. could go to the group -

page fourteen - Beginning with line 12 (Point should be made here, too,) to end of paragraph.

Comment: Very important.

page sixteen - Line 13 (In a workshop for the classroom teachers)

Comment: The Hagerstown film does a good job of scenes from teacher's workshops.

page nineteen - Beginning line 15 (AREA TWO - "ON-CAMERA TEACHER SELECTION.")

Comment: Selection of on-camera teacher is a tricky, controversial subject, but I suppose it must be treated. It has some of the same problems as "merit increases" for teachers.

page twenty two - Beginning line 3 (This sequence is fanciful and stylized)

Comment: Good change of style for variety's sake.

page thirty three - Beginning line 14 (NARRATOR: In this school...) to the end of that paragraph.

Comment: Good.

CHARLES HETTINGER

Film Treatment - Kit No. 4

General Comment: So much depends upon the method to be used in recording the kits. This kit, as outlined, could never be done as a regular TV program to be recorded on tape. Where would there be a studio large enough for all the scenes and people involved?

Charles Hettinger - Film Treatment Kit No. 4 (con't)

I like this script. But certainly it is too long. It would have to be cut, I believe. This is hard to tell, when the exact wording is not given - only the ideas.

Pages 8-9-10-11 (preparation of teacher and student could well be cut to a few good sentences.) Also, the introduction is too long.

WANDA MITCHELL

Film Treatment - Kit No. 4

page four - Line 15 (past a museum display.)

Comment: Herding 40 pupils in and out of a school bus, past aisles of fragile, not to be touched displays.

page eighteen - Section on demonstration of technical problems.

Comment: Very good section on handling technical problems.

page eighteen - Middle line 22 (Otherwise the students are prepared)

Comment: Do we show a specific example of how this is done.

CHARLES HETTINGER

Film Treatment - Kit No. 5

General Comments: I don't like the introduction: pages 1-2-3. We don't need to discuss the matter of teacher versus actor.

If the introduction is changed, there will have to be changes elsewhere; as for example, part of page 8.

Charles Hettinger - Film Treatment Kit No. 5 (con't)

I get lost in the 7 generalizations on page 14.
I believe this whole section (pages 13-14) can
be shortened and tightened.

Page 17 - we don't need to show a teacher doing
the wrong thing. Cut Miss A. The same with
Mr. D. on page 19, cut him.

WANDA MITCHELL

Film Treatment - Kit No. 5

Title Page - MOTIVATING THE ELEMENTARY LEARNER

Comment: I know so little about elementary that I
shouldn't attempt to comment ~ but I will!

page twelve -

Comment: This use of the team responsibility for
specialization is correct and important,
but we must be careful not to leave the
impression that the classroom teacher
can ignore the need to Master content ---
up to a point.

page seventeen - Scenes using classroom teachers to show
what is meant.

Comment: Most important!

page twenty one - Short scenes of activities suggested.

Comment: Important that these be realistic classroom
scenes - Will (100%) of the students be
cooperating if we use TV?

page twenty three - Line 1 (I am television! Master teacher!)

Comment: CUT ~ Some might remember and quote only
this line.

WANDA MITCHELL

Film Treatment - Kit No. 6

page four - Paragraph beginning with line 10 (NARRATOR: ... have been bombarded.....)

Comment: Might use "DC6" story here.

page five - Line one (biology research reports*)

Comment: ~~biology~~ bio-chemistry (editorial in Chicago Tribune.

page six - Paragraph 2.

Comment: Best since not all viewers will be able to identify activity types without help of narrator.

page ten - Line 16 (What can you do with the time and energy gift which the television teacher has given you?)

Comment: Very important.

page thirteen - Line 1 (Negro migrant)

Comment: (Negro) type casting?

page thirteen - Parts on - Migrant from the south, dizzy blond, lawyer's son, regular students.

Comment: Repeat questions on page 8 - here as teacher selects activity for each of these.

page fourteen -

Comment: Ending weak. Need to emphasize student's responsibility in television viewing - covert and overt response to the lesson.

August 6, 1963

Mr. Clair R. Tettemer
General Manager
North Central ETV Association, Inc.
Post Office Box 6
Fargo, North Dakota

Dear Clair:

This letter will detail our agreement as to the administration of sections of Contract No. OE 3-16-007 between the United States Office of Education and the National Association of Educational Broadcasters.

1. We shall continue your appointment as Project Director with the understanding that KFME has agreed to 20 per cent of your time being devoted to this responsibility. This agreement is to become effective as of August 1, 1963, and will run to the termination of the Contract or until you leave the employ of KFME. For your services KFME may bill us \$160 per month to be applied toward your salary.
2. The National Association of Educational Broadcasters will reimburse KFME for all out-of-pocket expenses incurred in the carrying out of this Contract within the budgetary limits specified by the United States Office of Education in Appendix A to Contract No. OE 3-16-007, Parts 1 (Personal Services), 2 (Project Committee Expense), 3 (Travel and Per Diem), 4 (Script Writing), and 7 (Office Services). In order to help defray the administrative and overhead costs, KFME will be paid 7-1/2 per cent on any of the above direct costs which are billed to the N.A.E.B.
3. KFME will render an invoice to the N.A.E.B. each month. This invoice will include all of the project expenditures for that month. All of these expenditures will be supported by a voucher or receipt. The original will be sent to the N.A.E.B. with copies being retained by KFME.

Mr. Clair R. Tetterer

August 6, 1963

Page #2

Enclosed is an extra copy of this letter. If the conditions and terms as outlined here are satisfactory, please sign it and return it to me.

Sincerely,

Harold E. Hill
Vice President

Agreed _____

Date Signed _____

HEH:sc

Enclosure

file

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D. C. 20202

July 26, 1963

Mrs. Dee Wolfarth
6105 Woody Lane
Minneapolis, Minnesota 55421

Dear Dee:

Thank you for your letter announcing dates of the next meeting of our committee. Unfortunately, it will not be possible for me to attend and I will leave it to you to cancel the room reservation which you have made for me.

Inasmuch as the supplement to the contract is far from being complete, there will be some delay in getting final approval. I believe that Jim Fellows has already written you about the matter including the possibility of a postponement of the meeting. I share his opinion but it will be up to him and Clair to make the final decision. If it is postponed, I sincerely hope it can be scheduled for a time when I can be free to be with you.

Best wishes always.

Sincerely yours,

(Mrs.) Gertrude G. Broderick
Educational Media Specialist

cc: Mr. Clair Tetterer
Mr. James Fellows ✓

July 22, 1963

Mr. Clair R. Tetterer
North Central Educational Television
Association
Box 6
Fargo, North Dakota

Dear Clair:

I am enclosing a copy of a completely revised budget for our amendment to the Utilization Kit Project. You'll note that this is substantially more than we had originally planned, but we have reviewed it carefully with Office of Education personnel and they feel that we will have a far better produce if we are able to spend more per film. I could not disagree with this and accepted their recommendation to increase the cost \$9,000 per film. We hope to have an answer on this in two weeks.

In the meantime I think you may want to postpone the meeting of the Advisory Committee until this matter is settled. It would be considerably better to have this approved and signed before we do any more analysis of the treatments. Having additional funds for each film should make a difference in the kind of analysis which we make.

Regarding the treatment for Kit No. 2, my feeling is that this is generally quite well done, although it takes quite awhile to get into it and once into it, the matters concerning television are handled in fairly trite terms. The testimonials are not likely to be taken well and my feeling is that they will probably be rather ineffectual. If these could be done for real in a classroom setting or a superintendent's office, I would be more inclined to find this idea attractive.

On page 25, the sequence with illustrations which shows television meeting various needs might have a slightly different emphasis. For example, instead of having the narrator saying that television can invite viewers to learn..., I think we would be further ahead if we talked it from the point of view that "with television, a teacher can invite and stimulate viewers to learn..." contribute to the creation of attitudes, etc.

Mr. Clair R. Tettemer
July 22, 1963
Page #2

Television isn't doing any of these things alone and especially considering the audience, I think we ought to be concerned about the inadequacy of those frequently used examples.

Sincerely,

James A. Fellows
Assistant Director

JAF:sc

PROGRESS REPORT

July 18, 1963

Contract # OE-3-16-007

A Pilot Series of Six Kits of Filmed and Published
Materials Illustrating Proper Teacher Utilization of Broadcast Materials

Project Director - Dr. Clair R. Tetterer

On February 16 and 17, 1963 the Utilization Project Advisory Committee of five specialists, the Project Director and Assistant Project Director held a planning meeting in Chicago, Illinois. The purpose of this meeting was to determine the phases of broadcast utilization to be covered in the pilot phase of the project, the content to be included, and the method of presentation for each. At this meeting several particular phases of utilization were discussed and decisions were made as to the ones which should be covered in these six demonstration kits of teaching materials. Following this the committee prepared an outline to be followed for each kit. Several names of people were suggested to be contacted to draft preliminary scripts for each kit. It was the feeling of the committee that in order to obtain the very best continuity throughout the kits one writer should be employed to draft all six scripts. It was also felt that the committee's experience and background in the field of utilization could be more easily transmitted to one writer therefore reducing the chance that the work done by the writer would not produce the intended product. A copy of this outline is attached.

The unanimous choice for the writer was Mrs. Marye Benjamin of Austin, Texas. Following the meeting the Project Director contacted Mrs. Benjamin to see if she would be available to write the six script treatments. She accepted the project and agreed to do all six treatments.

To carry out a most important phase of the project, the promotion of the library service and the materials it will include, articles were written for the NAEB Newsletter and the RCA Educational Newsletter. A brochure announcing the NAEB Teaching Materials Library was also prepared and distributed through presentations at National and Regional meetings and direct mail. A copy of this brochure is attached. From the responses to the articles and the brochure a mailing list has been established containing the names of persons who wish to procure the kits of materials for use in their particular location as soon as they are available.

In order to further promote the library service the Project Director and Assistant Director attended the DAVI Convention held in Denver, Colorado April 22, 1963 to April 26, 1963. During this time special presentations were made outlining the project and the materials that would result. At these presentations and through direct contact several hundred brochures announcing the library service were distributed.

On March 29 and 30, 1963 the Project Director, Assistant Project Director and Mr. Lewis Rhodes representing the Advisory Committee met with the writer, Mrs. Marye Benjamin to go over with her each of the outlines prepared by the committee. The purpose of this meeting was to communicate to Mrs. Benjamin all of the information resulting from the meeting of the Advisory Committee and to familiarize her with the necessary background information to write the script treatments.

To further promote the library service and its forthcoming materials the Project Director and Assistant Project Director attended the NAEB Conference held in Urbana, Illinois on May 13.-15, 1963. At this conference presentations were made and several hundred Teaching Materials Library brochures were distributed. Also at this meeting several people were contacted about the possibility of carrying out the production of the kits. It was the intent to establish what facilities might be available to undertake the production of these kits.

On May 17 and 18, 1963 the Advisory Committee, Project Director and Assistant Project Director met with the writer in Chicago, Illinois to review the script treatments she had completed. In the absence of Miss Arlene McKellar, Mr. Lee Campion of Albany, New York was asked to join the committee for this meeting. In reviewing the treatment for Kit No. 1 the committee felt that although the length of the program exceeded the specified amount of time it did contain the necessary content and the format was excellent. To achieve the proper length of the film to be contained in the kit the committee discussed with the writer the parts in the script treatment which they felt could be delineated and would not be detrimental to the final product.

Following the evaluation of the first treatment the committee began the review of the script treatment for Kit No. 2. It was felt that after some modifications in this treatment to facilitate continuity, and the addition of some content ideas the treatment would be acceptable. The writer agreed and would do some rewriting to incorporate the committee's ideas and suggestions and resubmit the script treatment for final approval.

Having established a definite format in the first two kits the committee then worked with the writer on the definite content to be contained in the remaining four kits. Since these four kits would contain several types of examples suggestions were made as to the location of filmstrip, clips, etc. which would best present the examples.

The four remaining script treatments will be completed by July 28, 1963 and mailed to the committee for review. The committee will meet in August 1963 to further review the script treatments and make final approval.

During the past two months the Teaching Materials Library brochure has been mailed to educational television, audiovisual and curriculum personnel throughout the country. Presentations were made by the Project Director at the IERT in Columbus, Ohio. The revised script treatment for Kit No. 1 has been submitted to several agencies and they have been asked to submit formal bids for the production of the kit. The script treatment for Kit No. 2 is now in the hands of the Advisory Committee for review and following their approval will be sent to production agencies for bids. Copies of the revised treatments for Kits No. 1 and 2 are attached.

A meeting of the Advisory Committee has been set for August 15, 16 and 17, 1963 at which time the script treatments for Kits No. 3, 4, 5, and 6 will be reviewed. At present it is expected that the first two utilization kits of teaching materials will be available in October, 1963. To date over 225 people have asked that they be kept informed on the progress of this project so that they can receive these kits as soon as possible. The interest in these materials thus far represents that this endeavor will be very rewarding.

NORTH CENTRAL EDUCATIONAL TELEVISION ASSOCIATION, Inc.

CHANNEL



POST OFFICE BOX 6
FARGO, NORTH DAKOTA

July 17, 1963

Mr. Harold Hill
Administrative Vice President
National Association of Educational Broadcasters
Dupont Circle Office Building
1346 Connecticut Avenue, N. W.
Washington 6, D. C.

Dear Harold:

This letter will confirm our agreement as to the Administration of Contract # OE 3-16-007.

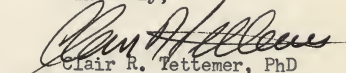
As indicated in the Contract I will be the Project Director. Upon my employment by KFME, they agreed to a portion of my time (20%) being devoted to this responsibility. This agreement to begin August 1, 1963, and to run to the end of the contract including extensions if any or until I leave the employ of KFME. For my services KFME will receive \$180.00 per month to be applied towards my salary.

KFME will be reimbursed by the National Association of Educational Broadcasters for all out-of-pocket expenses incurred in the carrying out of this contract within the budgetary limits specified by USOE in Appendix A to Contract # OE 3-16-007. In order to help defray the administrative and overhead costs KFME will be paid $7\frac{1}{2}\%$ indirect costs on all out-of-pocket expenses.

KFME will render an invoice to the NAEB each month. This invoice will include all of the project expenditures for that month. All of these expenditures will be supported by a voucher or receipt. The original will be sent to the NAEB with copies being retained by me and KFME.

Enclosed is an extra copy of this letter. If you agree with the procedures outlined please sign the copy and return it to me.

Sincerely,


Clair R. Tetterer, PhD
General Manager

Agreed _____

Date Signed _____

mw
Enc.

cc: Dr. Theodore Donat

PRESIDENT
DR. THEODORE L. DONAT

VICE PRESIDENT
C. WARNER LITTEN

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WILLIAM STERN

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MORTIMER A. WILK
HAROLD W. BANGERT
DR. LEE A. CHRISTOPHERSON
THOMAS BARNSTABLE
DR. THEODORE L. DONAT

July 2, 1963

MEMO:

TO : NAEB Utilization Project Advisory Committee

Copy : Gertrude Broderick
James Fellows

FROM : Clair R. Tettemer - Project Director

Enclosed is a copy of the treatment for Kit No. 2. We have received some very constructive suggestions on the treatment for Kit No. 1 and plan to incorporate them and forward them to you as soon as we hear from all of the members. We would also like to receive any comments or suggestions you might have on the treatment for Kit No. 2.

I should be able to let you know very soon if any additional money will be made available from the U. S. Office. It is still my hope that at least Kit No. 1 will be done by October 1 and possibly Kit No. 2.

In talking with Marye last evening she assured me that the other four treatments will be completed by July 29. Keeping this in mind we can still hold our next meeting in August as previously planned. There are a few things still to be checked but tentatively either the 16th and 17th or the 23rd and 24th of August. If either of these are not all right will you please let me know.

As of August 1 I will no longer be a member of the KTCA-TV staff. I have accepted the position of General Manager at Channel 13 in Fargo, North Dakota. This will only effect the project in that the operation will now be handled out of Fargo. Due to the fact that Channel 13 will not be in complete operation for awhile I have asked Dee to carry on in her position as Assistant Director for the next few months. She will handle the correspondence and see that you receive the rest of the treatments. I do not feel it would be possible at this time to bring another person into the project. Dee will also be leaving KTCA-TV and any further correspondence will be sent from, and should be directed to, her home at 6105 Woody Lane, Minneapolis 21, Minnesota. My address after July 10, 1963 will be: North Central Educational Television Association, Box 6, Fargo, North Dakota.

*Shirley
Please
note.*

*426 g Negro schools here &
there +
integrated classrooms*

*Marye
Ann Pearlman*

June 7, 1963

TO: Dr. Seth Spaulding, Chief
Research and Services Section
Educational Media Branch
U.S. Office of Education
Washington 25, D.C.

FROM: William G. Harley, President
National Association of Educational Broadcasters
1346 Connecticut Avenue, N.W.
Washington 6, D.C.

Under contract with the U.S. Office of Education, the NAEB has been proceeding through the first stages of its project to develop a series of kits which will form the basis of a Teaching Materials Library designed to assist teachers to make better classroom use of educational broadcasts.

Since the contract's activation, the NAEB has appointed an Advisory Committee, prepared and distributed a brochure describing the service, and made presentations concerning the project at meetings of educational organizations.

The Advisory Committee called for under the contract has met twice to establish the specific purpose and content of each of the kits and to review treatment of the subject matter which has been prepared by a professional writer. The Committee has supported the original concept of the project, but after the close examination of the materials which was possible only as the Advisory group became involved in the project, it was felt that some of the technical matters relating to the production of the kits could be substantially improved by preparing the material directly on film rather than on kinescope recording.

Since the kits are being designed primarily for school presentations, it has not been practical to consider video tape as a satisfactory recording and distribution vehicle. Although the technical quality of kinescope recordings is much improved over past years, even this improvement does not meet the standards which the Committee feels are essential to broad acceptance and use of these materials.

To produce these kits directly on film will require an increase in the budget for the contract. The project is now at the point where production on the first Kits can be initiated and a decision concerning the availability of these funds should be made as promptly as possible. The major part of the increase would cover the extra costs which are involved in a direct film operation rather than a cheaper and inferior kinescope recording. The other costs which would need to be increased relate to additional administrative details which film production would necessitate. Specifically, this would require funds for two (2) additional meetings of the project Committee.

The specific additions requested are detailed below:

Project Committee Expenses:

Five persons two additional two-day meetings each (estimated total 20 days) at \$25.00 per day honorarium	\$ 500.00
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Travel and Per Diem

Additional Project Committee Meetings	2,500.00
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Film Production

Increase of six individual Kit costs from \$3,000.00 to \$6,000.00	<u>18,000.00</u>
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Total Additional Direct Cost \$21,000.00

Indirect Costs at 15% of Total Direct Cost	<u>3,150.00</u>
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TOTAL	\$ 24,150.00
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March 22, 1963

Mr. Clair R. Tetterer
Director of School Program Department
KTCA-TV
1640 Como Avenue
St. Paul 13, Minnesota

Dear Clair:

I have a copy of the outlines which were developed at the Advisory Committee meeting and think they are presented in good form to elicit helpful comments. I would prefer that Gertrude's name and mine not be associated any further with the direct relationship to specific sections of the project. This, of course, is not because we don't want to be associated with it, but there is always the possibility of some embarrassment if persons who are primarily concerned with liaison are too directly involved in the conduct of the project.

I would like to suggest that the May 4-5 meeting be moved up about a week to coincide with the National Conference on Instructional Television which has been scheduled for May 13, 14, and 15 at the University of Illinois. If this does not conflict with anything else you have scheduled, there seems to be a value in relating it to that meeting somehow - perhaps by meeting on the week-end of the 11th and 12th, or by holding sessions in conjunction with the Conference itself. I think you are in the best position to decide which of these alternatives is most satisfactory.

Sincerely,

James A. Fellows

JAF:vsc

bcc: Gertrude Broderick
Harold Hill

APPENDIX A

PLAN OF OPERATION DATED MAY 15, 1962, FOR "A PILOT SERIES OF SIX KITS OF FILMED AND PUBLISHED MATERIALS ILLUSTRATING PROPER TEACHER UTILIZATION OF BROADCAST MATERIALS"

Section 731 of Part B of Title VII of Public Law 85-864 directs the Office of Education "to disseminate information concerning new educational media to State or local educational agencies for use in their public elementary or secondary schools, and to institutions of higher education." The Commissioner of Education recognizes this responsibility and wishes to provide advice, counsel, technical assistance, and demonstrations to State or local educational agencies and institutions of higher education undertaking to utilize such media of communication to increase the quality or depth or broaden the scope of their educational programs, as authorized in Section 731(3) of Public Law 85-864.

To this end, the Office of Education wishes to have prepared six each of six demonstration kits for use by school and college administrators, teachers and potential teachers, and designed to illustrate, on film and in published materials, teacher utilization of broadcast materials in the achievement of sound educational purposes and goals. Pursuant to Section 731(5) of Public Law 85-864, the Office of Education believes that such kit preparation should be conducted under the auspices of a professional organization and proposes that a contract be awarded to an appropriate organization to prepare such kits.

The National Association of Educational Broadcasters has evidenced its interest and qualifications for performing this service, and has submitted a plan of operation dated May 15, 1962. This plan is essentially as follows:

Objectives

The Office of Education, in the absence of existing materials to meet this urgent need, wishes to prepare a series of six demonstration kits to assist teacher groups to make better classroom use of educational broadcasts. These kits will then be made available over a period of time and the use and benefit derived from this service will be evaluated.

Procedures

The project will be carried out in three steps, as follows:

Step 1: This step will include the planning and production of the materials to be included in these kits. Writers will be employed to draft a preliminary

script of each kit. These drafts will then be reviewed and approved. Following this review and approval, the National Association of Educational Broadcasters will let subcontracts to appropriate educational television production organizations to prepare the final scripts and to produce the kit materials, subsequent to approval of said subcontracts by the Associate Commissioner for Educational Research and Development. The completed kits will be reviewed, and when approved, they will be duplicated, making six copies of each, with one of each to be deposited with the Office of Education.

To accomplish review and approval of the scripts and kit materials, a committee of specialists will be selected, and, after approval of the membership by the Office of Education, will be appointed to assist the project director in determining the content and method of presentation of each kit and to assist in the selection of subcontractors to be responsible for production of individual kits. The membership of this committee will consist of five major specialists from such areas as teacher training, curriculum planning, and communications. A representative from the Office of Education will be invited to sit with this committee. It is anticipated that the committee will hold three meetings during the term of the project.

Step 2. Following the production of the kits, they will be deposited in a library to be operated by the National Association of Educational Broadcasters. The service will be promoted through articles in educational publications, presentations and demonstrations at national and regional meetings of educational groups, and through direct mail announcements to educational television, audiovisual, and curriculum personnel.

A nominal charge, not to exceed \$10, will be made to cover postage, handling, and replacements. This charge will depend upon the character and amount of supplemental material included in the kit. The National Association of Educational Broadcasters will continue to make the kits available after the project is concluded.

Step 3. The project committee will be responsible for evaluation of the reported uses and effectiveness of the kits. Each kit user will be asked to complete and return a detailed evaluation form giving reactions and comments about the material.

Plan of Operation

Subsequent to review and approval by the Office of Education, the National Association of Educational Broadcasters will appoint to the project committee the five specialists designated under Procedure, above.

Following review and approval of scripts, outlines, and proposed subcontracts by the Office of Education, the National Association of Educational Broadcasters will proceed with production of the kits.

Description of Kits

In general, each kit will consist of a 30-minute, 16mm sound film, and the necessary supplementary materials and directions to facilitate its use. Some kits will contain printed materials which may be retained by the users. The six kits will be organized so as to be suitable for use sequentially or separately according to content. Following is a brief description of each:

JF
GB

Kit No. 1 - Educational Broadcasting. This kit will trace the history of educational broadcasting from the early days of radio to the present day uses of television. It will show the action of Government to protect the interests of education through the reservation of FM radio channels and television channels for noncommercial educational use, and their current status. Intended primarily for orientation of teacher trainees, or as refresher materials for administrators, curriculum specialists, and classroom teachers, it will illustrate ways in which radio and television can be used to achieve certain educational purposes.

LR
EA

Kit No. 2 - Good Teaching and Communication. This kit will be based on the principle that ~~all~~ teaching can be ~~greatly~~ improved by the use of educational broadcasts and other media because, when used effectively, they can promote effective types of learning experiences in adults as well as in children in college as well in grade or high school. Through illustrations, it will show how many teaching problems can be solved, partly or wholly, by the proper utilization of well-planned programs.

Selection of the teacher makes a good teacher.
MF-AM

Kit No. 3 - Preparing the Educational Program. What are the essential elements of a useful educational program? How do they differ in planning and presentation? Television, like radio, is broadcast under rigid limitations of time. The purpose of this kit is to develop, for the classroom teacher or for the beginning camera teacher, an understanding of program planning and production to achieve variety and appeal to the many groups who use it.

CT
DW

Kit No. 4 - Selecting and Utilizing the Program. This kit will deal with the mechanics of utilization, preparation of a class prior to the broadcast, the presentation, and post-broadcast follow-up. It will also include information on the physical environment, set placement, lighting control, antenna adjustment, and set tuning.

CH
WM

Kit No. 5 - Motivating the Elementary Grade Learner. The determining factor for classroom use of a broadcast lies in the teacher's purpose. What a teacher does with a program depends upon the objectives she has in mind.

She may be concerned with teaching certain skills, knowledges, attitudes, values, understandings, and/or appreciations. By using different formats, this kit will present examples of teacher use of programs resulting in high motivation of elementary grade learners.

WM
Kit No. 6 - Motivating the High School Learner. The purpose of this kit is identical to Kit No. 5, except that it deals with programs for upper elementary and high school learners, and illustrates how a teacher integrates broadcasts into previous learnings and the ongoing experiences of pupils so as to assure maximum learning.

Proposed Timetable

February 1963 - Pilot phase begins.

May 1963 - Initial kit outlines completed and reviewed by project committee.

June 1963 - Subcontracts written and approved by the Office of Education.

September 1963 - Kits completed and reviewed by project committee.

October 1963 - Kit service begins.

July 1964 - Pilot phase evaluated by project committee.

August 1964 - Pilot phase ends. Final report due.

The National Association of Educational Broadcasters has submitted the following budget estimate, in the amount of \$48,248, for expenses necessary to completion of the work described above. The Office of Education accepts this estimate as fair and reasonable and authorizes the National Association of Educational Broadcasters to proceed forthwith with the kit development.

BUDGET

I. Personal Services

Project director (Clair R. Tettemer), 1/5 time for 19 months @ \$10,800 per year	\$ 3,420
Assistant director and librarian, full-time for 19 months @ \$4,320 per year	6,840
Employee services (Social Security, hospitalization, etc.)	320

2. Project Committee Expense

Five persons, one 3-day meeting and two 2-day meetings
each (estimated total of 35 days), @ \$25 per day
honorarium

\$ 875

3. Travel and Per Diem

Project committee, three trips per person, 5 persons, @
average \$250 per trip

3,750

Project staff travel (production, supervision, project
promotion)

3,000 + 1,000

4. Script Writing

Estimated 8 scripts @ \$300 each

2,400 + 1,200

5. Film Production, in ...

Includes studio costs; talent fees; videotape, kinescope, or
motion picture recording; film clip production; film;
editing and film processing; and supervision - 6 originals
@ \$3,000 each (to be done under subcontract)

18,000

6. Duplication of Film Prints

36 duplicate film prints @ \$50 each

1,800

7. Office Services

Postage, telephone, telegraph, etc.

700

300

Office supplies

150

Duplication of supplemental material and mailing boxes for kits

700

Total Direct Costs

\$41,955

Indirect Costs @ 15% of total direct costs

6,293

TOTAL

\$48,248

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
U. S. Office of Education
Washington 25, D. C.

SUPPLEMENTAL AGREEMENT

Name and Address of Contractor: National Association of Educational Broadcasters 1346 Connecticut Avenue, NW. Washington 6, D. C.	Contract No. <u>OE-3-16-007</u> Supplement No. <u>1</u>
--	--

Contract No. OE-3-16-007 between the United States of America, Office of Education,
and the National Association of Educational Broadcasters
for a pilot series of six kits of filmed and published materials...
covering the period from January 25, 1963, to August 31, 1964, as modified
by Supplements No. xxx through xxx, is hereby modified in the following particulars, but
in no others, effective September 15, 1963.

Article II, Part A. Change the estimated total price from \$48,248 to
\$113,659, with \$44,918 to be obligated from Fiscal Year 1963 funds and
\$68,741 from Fiscal Year 1964 funds.

Article III, Part A, No. 2. In the second line, insert the words, "exclusive
of subcontracts," after the words, "total direct costs."

Article III, Part B. Delete the payment scheduled for on or about September 15,
1963. Substitute the following schedule of payments:

On or about September 15, 1963	\$ 30,000
On or about January 15, 1964	30,000
On or about April 15, 1964	30,000
Upon completion of the work	<u>3,659</u>

Total Payments \$113,659

The Advisory Committee called for under this contract has met twice to
establish the specific purpose and content of each of the kits and to review

THE UNITED STATES OF AMERICA
OFFICE OF EDUCATION

National Association of Educational Broadcasters
Contractor

By _____
Associate Commissioner for Educational
Research and Development

By _____
Title _____

treatment of the subject matter which has been prepared by a professional writer. The Committee has supported the original concept of the project, but after close examination of the materials which was possible only after the Advisory Committee became involved in the project, it was felt that some of the technical matters relating to production of the kits could be substantially improved by preparing the material directly on film rather than on kinescope recording.

Although the technical quality of kinescope recording is much improved, even this improvement does not meet the standards which the Committee feels are essential to broad acceptance and use of these materials. Since the kits are being designed primarily for lecture hall or school presentation, it is not practical to consider videotape either as a satisfactory recording and distribution vehicle.

To produce these kits directly on film will require an increase in the budget for the contract. This is due to the fact that film production costs are considerably higher than producing kinescopes, but the Contractor and staff of the Office of Education consider that the ultimate importance of the films justifies producing films of high quality. The project is now at the point where production of the first kits can be initiated, and a decision concerning method by which these materials will be produced must be made. The major part of the increase will cover the higher costs involved in a direct film operation over a cheaper and inferior kinescope recording. Other increases in cost will relate to additional administrative planning and review details which film production will necessitate. Specifically, this will require funds for additional staff work, two additional meetings of the Advisory Committee, an increase in project staff travel, script writing fees, postage, and telephone charges.

There are five points in the film production process at which review and approval will be sought from the Office of Education, as follows: (1) Story board or film treatment; (2) shooting script; (3) rough-cut sequence with reading of commentary to the screen; (4) approval of sound recording of commentary and interlock screening of picture and sound; and (5) answer print. The Contractor will submit to the Office of Education six copies of the film treatment and shooting script for review purposes. Following completion of the evaluation phase of this project, and at the discretion of the Office of Education, two negatives of each film will be deposited in a laboratory to be specified by the Office of Education.

Amend the budget to show overhead @ 15% of total direct costs exclusive of script writing and film production and duplication. Change the amount for overhead to \$2,963 and the total to \$44,918.

The budget for this additional money is as follows:

1. Personal Services (for liaison between NAEB and the project team and for general fiscal and administrative supervision of administration)

Project coordinator, Jimel A. Fellous, 40 a fee-time for 11 months @ \$900	\$ 2,475
Secretarial assistance, 2/3 time for 11 months @ \$409	3,000

2. Project Committee Expense

Five persons, 2 additional 2-day Advisory Committee meetings each, total of 20 days, @ \$25 per day honorarium	500
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3. Travel and Per Diem (travel by air coach, where available, and per diem @ \$16)

Project Committee, 2 additional 2-day meetings per person, 5 persons, @ average \$250 per trip	2,500
Project staff travel, additional trips necessary to meet with review group at Office of Education, Advisory Committee, and to work with film contractor, 4 trips @ average \$250 and 5 trips @ average \$200	2,000

4. Script Writing

Script consultant, additional \$200 per film for more extensive and specific treatment of preliminary and final scripts	1,200
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5. Film Production

Six films @ \$9,000 additional each, includes studio costs, talent fees, film clip production, and film editing, processing, and supervision	54,000
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1. Office Services

Office supplies	300
Telephone, telegraph, postage	1,000

Total Direct Costs	\$66,975
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Indirect Costs @ 15% of total direct costs, exclusive of script writing and film production	1,766
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TOTAL	\$68,741
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Submit reply to:
KTCA-TV, Channel 2
1640 Como Avenue
St. Paul 13, Minnesota

March 23, 1961

Seth Spaulding, Chief
Educational Materials & Services
Educational Media Branch
Department of Health, Education, and Welfare
Office of Education
Washington 25, D. C.

Dear Seth:

Enclosed is a copy of a revised budget for O. E. Contract # SAE-9056. We are requesting this revision in the budget to implement the extension of the terminal date of the contract from February 1, 1961 to June 30, 1961.

We were unable to hold the Screening Committee meeting as originally planned and called for in the original contract. By the time negotiations were completed and the signed contract was received it was too late to obtain the material necessary for this meeting. A committee meeting was held on December 10 and 11, 1960 in St. Paul, Minnesota. A small Advisory Committee meeting was held on October 17, 1960 to develop the criteria for the evaluation of proposals and program examples being submitted. This change in meeting plans has called for considerable more developmental work carried on by mail and telephone. This not only requires more time, but increases the amount of office work necessary.

Basically the budget revision calls for a re-apportioning of the funds. The meeting expenses are somewhat reduced and this money has been used to extend the length of the time the project staff personnel are employed. This revision does not require the expenditure of additional funds, but does call for a re-allocation of the funds within the approved budget.

I am also enclosing a short summary of the project proposal you requested in your February 24 letter. If you wish for any additional information I will be glad to supply it.

Sincerely,

Clair R. Tetterer, Sr.
Project Director

GRT/dw
Encl: (2)

cc: Mr. Harold Hill

Study of the Feasibility of Developing Demonstration Materials
for Classroom Utilization of Educational Broadcasts

One of the most serious problems facing educators when they begin using educational broadcasts in their classrooms is developing utilization "knowhow". Considerable agreement has been reached as to the value of the teaching team approach when television or radio is used. Much has been learned about the developmental and broadcast end of this team, but the classroom teacher, the second and possibly the most important member of the team, has been left to shift for himself. Local school systems and a few other educational groups have made some attempts to help the teacher develop utilization skills. Probably the most serious deficiency in these utilization courses or workshops has been the lack of adequate demonstration material.

The purpose of this project is to explore the feasibility of making available to local groups, kits of materials to help them develop or improve classroom utilization of educational broadcasts. The kits are primarily intended to be used with groups, but this does not preclude individual use. The project has tentatively indicated a need for three types of kits to be developed. The first would be a complete demonstration kit of material, these would be packaged in some mailing container form and would include all of the films, slides, recordings, printed material and instructions necessary to carry on a complete utilization demonstration. The second type of kit would consist of an outstanding example of classroom broadcasting along with the necessary printed material to permit a local specialist to make a utilization presentation. The third type of kit would consist of films, outlines and other utilization materials produced by other organizations and distributed through a central library service. An example of this is the, Department of Audio-Visual Instruction of the NEA, film The Second Classroom.

REVISED BUDGET FOR _ _ _ _ O. E. CONTRACT # SAE-9056

March 23, 1961

Project Director (\$10,080 per annum, 1/5 time, 6 months)	\$ 1,008.00
Clerk Typist (\$3,600 per annum, 1/2 time, 10 months)	\$ 1,500.00
Employee Services (Social Security)	\$ 43.00
Postage, telephone, printing, etc.	\$ 225.00
Office Supplies	\$ 150.00
Screening Committee Meeting (Travel, Maintenance, Meeting Expenses, Consultant Fees)	\$ 2,445.00
Project Director - Travel and Maintenance	\$ 1,000.00
	<hr/>
Total	\$ 6,371.00

Harold:

Here is our copy of Supplement No. 1 of Contract
No. SAE - 9056.

Clair

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education, Washington 25, D. C.

SUPPLEMENTAL AGREEMENT

Name and Address of Contractor:

National Association of Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Contract No. SAE-9056

Supplement No. 1

Contract No. SAE-9056 between the United States of America, Office of
Education, and the National Association of Educational Broadcasters
(Name of Contractor)

for study of feasibility of demonstration materials... covering the period from
September 1, 1960, to March 1, 1961, as modified by Supplements No. ~~XXXX~~
through ~~XXXX~~ is hereby modified in the following particulars, but in no others,
effective March 1, 1961.

Amend Article I, Part E. Extend terminal date to June 30, 1961.

THE UNITED STATES OF AMERICA
OFFICE OF EDUCATION

By

John W. Bruns
Title Acting Assistant Commissioner
for Research

National Association of
Educational Broadcasters

(Contractor)

By

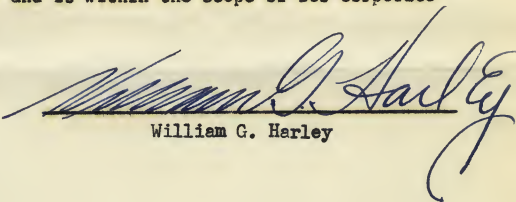
Harold E. Fite
Title Administrative Vice President

CORPORATE CERTIFICATION

I, William G. Harley, certify that I am the President
of the Corporation named as Contractor on the reverse side hereof, that
Harold E. Hill who signed this Supplement on behalf of the
Contractor was then Administrative Vice President of said Corporation;
that said Supplement was duly signed for and in behalf of said Corporation
by authority of its governing body, and is within the scope of its corporate
powers.

CORPORATE SEAL





William G. Harley

REPORT

on

A STUDY OF THE FEASIBILITY OF DEVELOPING
DEMONSTRATION MATERIALS OF CLASSROOM
UTILIZATION OF EDUCATIONAL BROADCASTS

Under Contract SAE-9056, between the
Department of Health, Education, and
Welfare, Office of Education and The
National Association of Educational
Broadcasters, September 1, 1960

August 15, 1961

by

Clair R. Tetteimer, Sr.
Project Director

National Association of Educational Broadcasters

1346 Connecticut Avenue, N. W.

Washington 6, D. C.

One of the most serious problems facing educators when they begin using educational broadcasts in their classrooms is developing utilization "know-how." For years educators have recognized the key role the classroom teacher plays in the proper use of educational broadcasts. To be effective, lessons received by radio and television must be integrated into the total learning process underway in the classroom. Only the individual classroom teacher can assess and direct this integration. In varying degrees this is true of all types of broadcasts whether they are called, "enrichment, supplemental or direct teaching."

Recognizing this problem and doing something about it are two different things. First, "utilization" as such does not exist, not being a subject like fractions or American history to be studied and mastered. Utilization is an illusive art which is unique to each person. It has to be a part of each teacher's way of doing things. Specific utilization procedures used with broadcast lessons are important only in that they increase the lessons effectiveness in the classroom. Utilization for utilizations sake is unimportant.

From discussions with people active in the educational broadcasting field it is apparent that, while no one pattern of utilization can be taught, specific techniques are used by teachers and these can be transmitted through observation.

The most successful utilization workshops are based on actual observation of broadcasts being used with a class. Under the most favorable conditions this is difficult to achieve.

As for demonstration material there are a few recorded examples of outstanding classroom broadcasts, but usually there is only one print of a lesson and competition, particularly during the summer, for these is stiff. Educational program producers report that hundreds of letters are received each year asking for the use of program examples. From the users standpoint it is necessary to write dozens of letters to obtain program examples, since there is no one centralized distribution point. In a few locations, where utilization procedures are most highly developed, a series of program excerpts has been organized to demonstrate specific points. These are not generally available outside of the local area. Recognizing that there is a need for materials specifically organized for courses or meetings dealing with utilization, the National Association of Educational Broadcasters Utilization Committee decided to investigate the possibilities of developing a materials library.

The first step was to find out what materials are now in existence, evaluate these materials and find out how they could be made available. This question was explored by the committee and a base line survey was planned.

A series of letters requesting information about available demonstration material was sent to some sixty people active in the field of School Broadcasting Utilization. They were asked to describe any utilization material they used and could make available for national exchange or distribution. From their answers the following generalizations are made.

- . . . Very little material dealing with classroom utilization of educational broadcasts now exists.
- . . . The need for special utilization material is great, particularly demonstrations of outstanding broadcasts and their classroom use.
- . . . There are many competent people available to develop information or demonstration material. Some of these people have worked extensively in the utilization field.
- . . . Few people have the time or money to develop their ideas even for their own local use.
- . . . Several organizations other than the NAEB are interested in the field of utilization, but each organization is developing material primarily for use by their members.
- . . . A pilot kit of demonstration material is needed to illustrate the proposed service and could be developed by the St. Louis Public School FM Radio Station staff.
- . . . There is an immediate need for a centralized library of examples of outstanding school programs.

The results of the base line survey were transmitted to the Utilization Committee and it was decided to study further the problems involved in developing special demonstration materials, and in making these materials available. This study would yield four specific end products.

- . . . An assessment of the feasibility of quantity production, distribution and use of demonstration materials of classroom utilization of educational broadcasts.
- . . . A pilot set of materials to be used as an example of the service to be offered.
- . . . A set of selected plans for the development of specific materials to be included in the service.
- . . . A selected list of film and tape recordings of outstanding classroom broadcasts to be included in a demonstration materials library.

A proposal embracing these objectives was written and submitted to the United States Office of Education under Part B of Title VII of the National Defense Education Act. On the 1st of September 1960 a contract was granted to the National Association of Educational Broadcasters. This report is a result of this contract.

As a first step an Advisory Committee was set up. The membership of this Committee is shown in Appendix A. A meeting of this committee was held on October 17 and 18, 1960 in San Francisco at the time of the NAEB Convention.

The purposes of this planning conference was to:

- . . . review the findings of the base line survey and the subsequent correspondence to determine the feasibility of establishing a Library Service of Demonstration Materials.
- . . . develop policies under which such a service could be operated.
- . . . establish criteria for the evaluation and selection of materials for the proposed library.
- . . . review the material proposed for the "Pilot Demonstration Kit."

From the review of the correspondence received during the base line survey, the correspondence received subsequent to this survey, and from the committee members personal experience, it was obvious that there was a great deal of interest in the proposed service. Much testimony was given on the scarcity of materials, the inadequacy of the material that was available, and the great need for help in the utilization area. From the personal experience of the committee members it was also obvious that, while materials did not now exist, they could be developed. The committee felt that if the materials were made available they would be used, but that it would be advisable to set up a pilot library project with a reasonable number of offerings to see what actual use would be made of a full scale library service.

Following the decision that a library service was needed the Committee discussed plans for the organization and operation of such a service. Based on the Committees suggestions certain policy decisions were made. These are:

- . . . Materials will be gathered from what ever source they can be obtained. If materials are not available they will be specially produced. The materials to be obtained in multiple copies and organized into a library.
- . . . The materials in this library would be representative of instructional use of both radio and television.
- . . . The library would contain two types of materials. The first would be a file of outstanding examples of instructional radio and television programs. Along with each of these examples there would be a booklet explaining the series, giving its history and something of the Utilization made of the program. The other materials would be self-contained demonstration kits of utilization procedures. These would be designed to contain all of the information, material, and program examples necessary to carry on a utilization demonstration.
- . . . The demonstration kits would be planned to be used by specific groups. The first audience to be served would be classroom teachers. Subsequent materials would be directed towards school administrators, boards of education, and other educational parent and adult groups.
- . . . The service should be set up and operated by some existing educational organization. The Executive Committee of the National Association of Educational Broadcasters would be asked to accept sponsorship of this service.
- . . . Funds to purchase or develop the materials of the Library will be obtained from sources outside the operating organization. A rental fee will be charged to cover the cost of handling, mailing and refurbishing the materials.

- . . . While the service would initially distribute utilization materials, the organization of the service will be such that other areas, such as production, on-camera teaching, etc, can be included.

A second Advisory Committee meeting was planned at which time examples of instructional radio and television programs would be previewed and selection for the library made. At this same meeting proposals for the development of demonstration kits would be reviewed and those approved would be selected for production. To furnish a bases for selection of the program examples the committee listed previewing suggestions which were further refined into a criteria by Mrs. Elizabeth Noel, one of the committee members attending the San Francisco meeting. This criteria is shown as Appendix B.

The material to be used in the Pilot Demonstration Kit was previewed. Several suggestions for improving the kit were made. For instance, it was felt that there needed to be some discussion of the importance of utilization. Mrs. Noel agreed to record a section which could be included in the introductory tape. The committee decided to organize the instructional manual included in the kit into five sections -

- . . . Procedures for using the kit
- . . . A script of the recorded material in the kit
- . . . Background information on KSLH
- . . . Information about the "Let's Find Out" radio series.
- . . . Discussion guide

The second meeting of the Advisory Committee was held in St. Paul, Minnesota on December 10-11, 1960. To prepare for this meeting a list of those people who indicated they could or would furnish program examples of Demonstration Kits was prepared. Each of these people were invited to nominate lessons for the Program Example Library and to prepare a Developmental Proposal for a Demonstration Kit. Eighteen people responded to this invitation by nominating ten (10) examples of instructional radio programs, thirty-two (32) examples of instructional television programs for the Program Example Library; and proposing the development of thirteen (13) Demonstration Kits on utilization of classroom broadcasts.

Recordings of these radio and television programs were requested and the lessons previewed at the December meeting of the Advisory Committee. Nineteen (19) of the programs were selected to be included in the library service. A list of those selected is shown in Appendices C and D. At this same meeting the Demonstration Kit proposals were reviewed and seven (7) were selected to be produced. The information about these selected proposals is shown in Appendix E.

The Board of Directors of the National Association of Educational Broadcasters at their April 28, 1961 meeting approved the establishment of a Demonstration Materials Library to be organized and operated by the NAEB.

The plan for the Library calls for it to be developed in several phases. The first will be a pilot phase in which a relatively small service will be established.

This phase will be used to do four things:

- . . . Test the practicability of the distribution plan.
- . . . Find out how much actual use is made of the service.
- . . . Evaluate the material produced and the use made of this material.
- . . . Investigate new material which can be made available from other organizations or from within the Educational Broadcasting Field itself.

The tentative plan for the operation of the Demonstration Materials Library is as follows:

1. The primary purpose of this library is to make available to local groups, materials to help them develop or improve classroom utilization of educational broadcasts. The kits to be developed are primarily intended to be used with groups but this would not preclude individual use.
2. The Library will be set up and operated by the NAEB.
3. A central location will be selected to house and administer the library service. This might be from the Urbana office of the NAEB or from one of the NAEB member stations.

4. The materials will be available to all educational groups or individuals.
5. The service will be widely publicized through the various educational publications, through extensive direct mail campaigns, and through demonstrations given at educational meetings.
6. Each program example and kit will be obtained in three copies for the library.
7. A small handling fee for each library item will be charged. This will vary for each item and will range between \$5.00 and \$15.00 depending on the expense of obtaining the material and the cost of handling or replenishing the kit.
8. The cost of storing the materials, administering the Library, and promoting the service will be underwritten by the NAEB following the establishment and initial promotion of the Library.
9. The funds to develop and produce the specific materials will be requested from outside sources. The initial request for the pilot phase will be made to the U. S. Office of Education, subsequent requests will be made to other organizations if the pilot phase indicates the service should be continued.
10. Materials to be included in the Library will be selected by a Library Service Committee of the NAEB. This committee will evaluate the operation of the plan and make recommendations to the Board for future development of the service.

The timetable for this pilot phase is shown below:

October 1, 1961	Pilot phase begins
January 15, 1962	Final scripts and kit production plans complete
April 15, 1962	All kits and program examples completed

May 18, 1962	Materials reviewed by the Library Service Committee
June 1, 1962	Library service opens
October 1, 1962	Pilot phase evaluated by committee
December 31, 1962	Final report due - pilot phase ends

BUDGET FOR PILOT PHASE

Project Director (\$10,080 per annum, 1/5 time, 15 months)	\$ 2,520.00
Secretary (\$4,000 per annum, 1/2 time, 15 months)	\$ 2,500.00
Employee services (Social Security, Hospitalization, etc.)	\$ 180.00
Postage, telephone, printing, etc.	\$ 450.00
Misc. supplies	\$ 125.00
Library Committee meeting expenses	\$ 1,500.00
Project staff travel (Supervise production, promotion of service, etc.)	\$ 2,000.00
Writing, printing and distribution of promotional material	\$ 300.00
Acquisition of Radio Program Example recordings	\$ 600.00
Acquisition of Television Program Example films	\$ 4,950.00
Writing, printing of Instructional Manuals for Program Examples	\$ 2,280.00
Production of Demonstration Kits	\$ 10,689.75
	<hr/>
TOTAL DIRECT COSTS	\$ 28,094.75
Indirect costs (15% of Direct costs)	\$ 4,214.21
	<hr/>
TOTAL ALL COSTS	\$ 32,308.96

ADVISORY COMMITTEE

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CRITERIA FOR REVIEWING RADIO AND TELEVISION
INSTRUCTIONAL PROGRAM EXAMPLES

1. What educational purposes or teaching goals does this program serve? Is it important?
2. Content:
 - a. How significant and important is the content to the learner?
 - b. Does the content fit into the curriculum?
 - c. Is motivation built into the program?
 - d. Does the program contribute to any big ideas, concepts and generalizations? Are these important?
 - e. Is the amount of material - number of facts or concepts - about right for the audience and the length of the program?
 - f. Is there a sequential development of ideas evident? What psychological or logical steps are evident in the development of the content?
 - g. Is the content factually accurate?
3. Presentation:
 - a. Is the method of presentation used the most effective one possible?
 - b. Does the program provide for participation on the part of the student either mentally or physically?
 - c. Is it clear what the program is about, were the objectives clear and well identified?
 - d. Are the various elements of the presentation skillfully combined? (i.e., lecture, demonstration, interview, discussion, dramatization, etc.)

- e. Does the material presented appear realistic and give assurance of authenticity?
- f. Does the program maintain interest?

4. Personality:

- a. Does the personality of the teacher or performer contribute or detract from the presentation?
- b. Does the teacher or performer communicate with the audience?
- c. Does the program personnel appear to be at ease in the broadcast situation?
- d. Does the performer have distracting habits or mannerisms?

5. Production:

- a. Does the production add to or detract from the presentation?
- b. Are the visual elements of the program connected smoothly and seem to flow from one to another?
- c. Does the material fit the medium? Is it radio on television or television on radio?
- d. Is the use of production techniques - music, transitions, narration, voices, visuals, etc. - necessary or are they primarily used for novelty? Is the production ever noticeable?
- e. Are television visuals clear, necessary and appropriate?
- f. Is the picture and/or sound good?
- g. Is the program interesting, eye-catching and in good taste?
- h. Does the production lend unity to and support the content and presentation?

6. Usability:

- a. Is the lesson appropriate to the intended audience?
- b. Are there supplementary materials, and if so, do these support the lesson?
- c. Is utilization built into the program? Is the lesson planned to be self-utilizing or is it necessary to direct the utilization in the classroom?
- d. Is the program used singly or in sequence? If it is a part of a sequence can it be used out of context for utilization meetings?
- e. Does the content deserve the amount of time necessary for utilization?
- f. Does the program depend on classroom utilization for its value? Is the classroom or the classroom teacher equipped to carry out the utilization?
- g. Are any directions or participation activities clearly given or explained?

INSTRUCTIONAL RADIO PROGRAM SELECTIONS FOR
THE PROGRAM EXAMPLE LIBRARYProgram R-101 "Henry Ford and His Motors for the Masses"

This fifteen minute program is from the series What's The Big Idea produced by the University of Texas. This is lesson 10 in a series of 13 radio programs about the world's great inventors. It may be used as supplementary material for science or social studies classes in the 4th, 5th and 6th grades. This series of programs dramatizing the contributions of some of the "big idea" originators was developed in consultation with the Supervisor of Intermediate Education and the Supervisor of Audio-Visual Education for the Austin, Texas Public Schools.

Program R-102 "Around, Above and Below"

This fifteen minute program is from the series A World of Wonders produced by the University of Texas for use in 4th, 5th and 6th grade science lessons. These programs serve to round out and give emphasis to the development of science concepts which are considered to be interesting and vital to children in the intermediate grades. The programs were developed in consultation with the Supervisors of Intermediate Education and of Audio-Visual Education.

Program R-103 "Once an Indian, Always an Indian"

This fifteen minute program is from the series Trailblazers For Texas produced by the University of Texas for use in 4th, 5th and 6th grade History or Social Studies classes. The programs are designed to incorporate in the popular "adventure story" format some of the great events and personalities of Texas history, ranging from the first European exploration to the great statesmen of contemporary Texas. Lessons were arranged to parallel the units on Texas history being studied in the schools.

Program R-104 "On Loan: Power"

This fifteen minute program is from the series When Men Are Free produced by the Wisconsin School of the Air. This series is designed to help boys and girls understand and appreciate the underlying principles upon which our particular form of democracy developed and continues to grow. "On Loan: Power" makes vivid the basic principle of representation of the people. Elected representatives are loaned power to work for the people during their term of office. The lesson is intended for grades 5-8, but it has been used as low as 4 and in high school. This series is an example of the type of program which is best used to stimulate thinking and discussion.

Program R-105 "Design for Listening"

This fifteen minute program is from the series Music Time produced by the Wisconsin School of the Air. The purpose of the series is to acquaint children with a wide variety of the world's fine music, and to develop creative listening habits. Each broadcast is planned to illustrate some phase of the language of music. Selections range from the great composers of the past to the works of the living musicians. This program demonstrates that all musical sound is planned sound. It is intended for children in grades 1-4.

Program R-106 "Water That Flows Uphill"

This fifteen minute program is from the series Young Experimenters produced by the Wisconsin School of the Air. This radio program in science is designed for the classroom which is limited in laboratory equipment and for the teacher who needs assistance in a subject area which still is limited in teacher-training. The lessons give children an opportunity to experiment, to find the answers to basic scientific questions. Any class using the programs can collect the equipment and materials needed for the experiments from homes, junk yards, and dime stores. The basic concept of this lesson is; water can be made to work for us through the regulation of air pressure.

Program R-107 "This Week in the United Nations"

This twenty minute program is from the series Exploring The News produced by the Wisconsin School of the Air. The series is planned to supplement classroom teaching of current affairs. Emphasis is placed on development of background material to add meaning and significance to daily headline news. Map work, interviews and quizzes add variety and interest to topics of current importance. This particular program reviews the development of the General Assembly and discusses events in the historic 15th regular session. The series is planned for use in grades 5-9 social study classes.

Program R-108 "Sole Mates"

This fifteen minute program is from the series Let's Write produced by the Wisconsin School of the Air. This broadcast is from a series which provides motivation for creative writing. Many teachers find it difficult to find time to select materials for motivation. The aim of the series is to help children learn that they really have something to say and that they can say it well in prose and poetry. "Sole Mates" offers an opportunity to write a dialogue imaginatively as two shoes talk over their experiences. The program offers an opportunity to review and re-teach the mechanics of conversation in a self-planned situation.

INSTRUCTIONAL TELEVISION PROGRAM SELECTIONS
FOR THE PROGRAM EXAMPLE LIBRARYProgram T-101 "Animal Adaptation"

This twenty minute television program is from the series Science For You produced by the Milwaukee Public Schools. One of the fundamental purposes for these telecasts is to bring to teachers and pupils those science experiences which might not be possible in each classroom. This is the 7th lesson in a 13 program series planned to help teach science in 4th grades. On this program the children discover how different animals are adapted to eating plants or meats, or plants and meats. The lesson is used as enrichment for regular self-contained classrooms.

Program T-102 "Speech Time"

This fifteen minute television program is from the series Catholic Schools of Milwaukee Presents produced by the Department of Education, Archdiocese of Milwaukee. "Speech Time" is a course in speech improvement for first graders. It aims to improve the speech habits of primary grade children through observing the television teacher demonstrate the correct placement of sounds in isolation, riddles, nonsense syllables, poems, and stories. These audio techniques are supplemented by video materials, such as pictures and charts. This program is a review and shows many different visual and audio techniques used throughout the series. It is an example of an excellent teacher who has very good eye contact, a relaxed personality and makes good use of getting children to respond to the television teacher.

Program T-103 "Poetry"

This fifteen minute television program is from the series Stories produced by KETC Channel 9, St. Louis, Missouri. The series of eight programs is designed for the primary grades. It's main consideration is the children's enjoyment of books, the beginning of a life-long habit of reading. "Poetry" is a simple presentation using two long poems "The King's Breakfast" and "Belinda and the Dragon", and a number of short ones. Visuals are used after the poem and harp music lends an extra something when the pictures are shown.

Program T-104 "Land Forms"

This twenty minute television program is from the series Geography produces by KETC, Channel 9, St. Louis, Missouri. Various means are used in this lesson to identify major and minor land forms on the earth and to show their relationship to each other. The series consists of fourteen lessons, each complete in itself. Responsibility for learning is frequently placed on the student, places are located on maps, but not always identified; or they are identified and not located on the maps. Globe and map references are made which send the students to these tools of geography. The series is planned for use in 6th grade and higher.

Program T-105 "Clouds"

This fifteen minute television program is from the series Why and How produces by KETC, Channel 9, St. Louis, Missouri. The ideas in this series are developed from the science concepts found in many third grade courses of study. To make these concepts more easily understood, the lessons use experiments, demonstrations, and much visual material. The lesson on "Clouds" shows what clouds are, how they are formed, and what are their names. Through lapse-time photography it shows, how storm clouds gather. On the program the television teacher asks questions which are not always answered during the telecast, she puts the responsibility to learn on the students.

Program T-106 "The Woodwind Family - Clarinet"

This fifteen minute television program is from the series Instruments of the Orchestra produced by WHA Television. This is an enrichment program for elementary grades to introduce the instruments. It can serve as a basis for a music appreciation series or it can help youngsters find the instrument which they would like to learn to play. It gives players of any instrument a better understanding of the function of all instruments in the orchestra. The program is planned to be used by grades 4-6.

Program T-107 "Exploring the News"

This is a series of twenty-five minute television programs produced by WHA-TV, Madison, Wisconsin designed to bring significant current topics in depth to grades 5-9. Backgrounds and relationships are emphasized for one topic on each program. This program is not regularly recorded, but WHA-TV would record a special program for inclusion in the service.

Program T-108 "Superstition or Science"

This is a fifteen minute television program from the series Elementary Science For Intermediate Grades produced by WQED, Pittsburgh, Pennsylvania. This is an example of direct teaching of science for students in grades 5-6. The programs are structured in two ways: a survey lesson introducing broad areas and a problem-solving lesson with one specific problem which is critically analyzed and developed. The series was made for use primarily in smaller schools where there is a shortage of trained science teachers.

Program T-109 "Parlons Francais"

This series is produced by the Modern Language Project of the Massachusetts Council for Public Schools. The course consists of two fifteen minute television lessons each week, and has as its objective the teaching of French to elementary school children. The television lessons are supported by teacher's guides and a television program for the using classroom teachers. A specific lesson has not been selected from this series, but a typical lesson would be used in the service.

Program T-110 "Life in a Drop"

This thirty minute television program is from the series Exploring Nature produced by the 21st Classroom and the Massachusetts Audubon Society. One major aim of the programs is to arouse interest in science, particularly but not exclusively, biological science. The series is presented to enable the teacher to bring to the classroom material that would not ordinarily be available. The programs are aimed at the upper elementary and junior high school audience.

Program T-111 "Dissection of the Frog"

This thirty minute television program is from the series Biology, Grade 9 produced by the Cincinnati Public Schools. The biology lessons are telecast every other day. The class views the program for thirty minutes and then the classroom teacher has the class for twenty more minutes for discussion and immediate follow-up. On the days when telecasts are not scheduled the classroom teacher meets the class in two sections for laboratory and project experiences. The presentation of this lesson would include a description of the scheduled class meetings.

DEMONSTRATION KITS SELECTED FOR
THE MATERIALS LIBRARY

Kit K-101 "Utilization of the Creative Art Radio Series,
Let's Draw"

PRODUCED BY:

The Wisconsin School of the Air

DESCRIPTION:

The kit will contain two items: a fifteen minute tape recording giving background on the Wisconsin School of the Air, the Let's Draw series, and information on using the lesson; and a second item, a thirty minute color film showing the entire utilization process from preparation to displaying the finished pictures.

AUDIENCE:

- . . . Classroom teachers without special training in the use of radio.
- . . . Teacher in-service classes.
- . . . Education pre-service classes.
- . . . General teacher meetings.

DESCRIPTION OF BASIC PROGRAM:

The selected radio broadcast will illustrate the introduction of a new medium, probably chalk or water color. In addition to the presentation of simple techniques, there will be motivation for the subject of drawing for the broadcast, development of ideas within the classroom and other pertinent utilization procedures including post-broadcast utilization. Photographs would be used to point up the various techniques.

COST:

\$ 1,695.00

Kit K-102

"A New Concept of Classroom Instruction
Utilizing Television - Large and Small
Group Combinations"

PRODUCED BY:

Milwaukee Public Schools

DESCRIPTION:

Every since the booklet Images of the Future was published, discussing a new approach to the secondary school by effected reorganization of the school, much discussion has been directed around this idea. Since 1958, the Milwaukee Public School System has been using this new technique with television as the means of large group instruction. The purpose of this kit is to show the most effective use of television as a major resource by keeping the economical large classroom, but adding the necessary small classroom experience. The kit would be used to acquaint administrators and faculties as to the immediate utilization of a modern concept of teaching. The materials to be included in the kit would consist of a forty-five minute film and a correlated instructional manual.

AUDIENCE:

- • • Administrators can use this kit to become acquainted with a new approach to teaching made possible through television.
- • • Teachers can benefit from this film by seeing a sample demonstration of a working setup using the new approach.

Kit K-102 (continued)

DESCRIPTION OF THE BASIC MATERIAL:

The film will show the use of the team concept in teaching with large and small classes. It will show how the classes are scheduled and divided to make the best use of the technique. Two examples of a part of a unit of work, one taken from science and the other from history, will be used. These will include location film illustrating the preparatory work before the telecast, follow-up work after the telecast, classroom discussion and expansion of ideas presented on the telecast, individual and small group projects and undertakings, and culmination activities carried on in both large and small groups. The film will also show a typical reaction of a studio teacher and of a classroom teacher, and a brief explanation by an administrator showing how this program fits into the over-all school program.

COST:

\$ 2,290.50

Kit K-103 "Teaching Spanish to Fourth Graders Through
Television"

PRODUCED BY:

Department of Education, Archdiocese of
Milwaukee

DESCRIPTION:

The kit will illustrate how television can be used to teach Spanish at the elementary level. The kit will contain a set of slides, a printed booklet, a synchronized tape recording, and a kinescope recording of the lesson. These materials will fit together into a complete forty-five minute presentation that will show, television as a medium, the teachers presentation, the program itself, classroom follow-up, and a visit to a classroom.

AUDIENCE:

- • • Classroom teachers preparing to use television to teach a foreign language.
- • • Language teachers preparing a series of television lessons.
- • • Administrators and teachers interested in planning the use of television to teach a skill subject.

DESCRIPTION OF BASIC PROGRAM:

This program "Spanish Quarter" presents elementary Spanish to fourth graders. It aims to awaken in the children a greater interest in our Spanish speaking neighbors and the opportunity to acquire a second language at an early age. The aural-oral method for teaching Spanish is presented along with the presentation of the words and phrases on flashcards. Illustrations and visual materials are used freely.

COST:

\$ 1,106.00

Kit K-104 "Classroom Utilization of Television"

PRODUCED BY:

Metropolitan Pittsburgh Educational Television
Stations WQED-WQEX

DESCRIPTION:

A demonstration film following the pattern of an article by Miss Rhea Sikes and Mr. Charles Hettinger for the WQED Teachers' Guide on the subject of classroom utilization of television. The film would visualize and dramatize the material in the article and would be intended for showing primarily to teachers who are interested in the use of television lessons in the classroom. The kit would also contain a revised and expanded version of the article which would be distributed to members of the audience after they have seen and discussed the film. The kit would contain the film in either black and white or color, a supply of the pamphlets and a chairmans instructional manual.

AUDIENCE:

- . . . Classroom teachers interested in knowing how best to make use of television lessons.
- . . . Parent organizations who would like to know more about television teaching.

DESCRIPTION OF BASIC MATERIAL IN THE KIT:

This film would be specifically produced for this purpose and is not built around any existing educational broadcast. It would, however, utilize portions of previously filmed programs for demonstration purposes. This film would be a demonstration program filmed both in the studios of WQED and on location in actual classrooms during WQED telecasts.

COST:

\$ 2,498.25

Kit K-105 "Utilizing Television in the Elementary
Classroom"

PRODUCED BY:

Seattle Public Schools

DESCRIPTION:

This kit would include a series of slides and a kinescope recording of a current instructional program. It would depict the role of the teacher from the time she looks through the Teachers' Guidebook and makes a decision on a program to the time when the program viewing is completed in the classroom and the follow-up activities are the culmination activity. The kit would also include an accompanying audio-tape to be used with the slides.

AUDIENCE:

- . . . Teachers in elementary schools.
- . . . General teachers meetings to be followed by discussion.

DESCRIPTION OF BASIC PROGRAM:

The kit would not be built around any particular program but would use demonstrations out of several current instructional television programs. The materials would be produced in a dramatic form and would use several teachers, principals, and children in the presentation.

COST:

\$ 1,275.00

Kit K-106 "Using Radio to Teach Science in the Primary Grades"

The present Pilot Kit titled "Let's Find Out", which was produced from material supplied by KSLH, the St. Louis Public Schools FM Radio Station, consists of color slides and a synchronized tape recording. To facilitate use of these materials they would be transferred into color sound film. This kit would be the film version of the prototype kit.

COST:

\$ 1,150.00

Kit K-107 "The Second Classroom"

The Department of Audio-Visual Instruction of the NEA has produced a film showing the unique contributions of television. Prints of this film are available to be included in this service. A kit consisting of a print of the film, the book "And TV Too", and a chairman's discussion manual would be assembled.

COST:

\$ 675.00

ABSTRACTS OF CORRESPONDENCE SUPPORTING THE PROJECT

During a five year period as chairman of the NAEB Utilization Committee, I have had an unusual opportunity to observe problems in broadcast utilization. I have seen ample evidence of a growing need for demonstration materials in the area of classroom utilization of radio and television.

An ever-increasing number of educators are becoming interested in the use of instructional broadcasts, but insights as to how such resources would be used are not spreading proportionately. Teachers and administrators who are considering the use of broadcast materials would like to know exactly how subject matter is presented and utilized in specific situations. Convention talks and articles in education journals cannot provide this kind of see-for-yourself information. Kits of demonstration materials would be one of the most effective and practical means of showing how instructional broadcasts actually work in the classroom.

During the past year I have had a unique experience which has revealed further evidence of the need for utilization demonstration materials.

As a consultant to a national survey of the use and distribution of recorded television instruction, I was assigned to cover college level institutions in a nine state area. My interviews and observations indicated that information concerning the details and variations of classroom use of instructional broadcasts is not widespread. Few colleges and universities have had much variety of experience in using instructional radio or television. The inability to visualize exactly how broadcasts would be used as instructional materials is clearly responsible for some of the reluctance to allocate funds for equipment and to commit to any broad involvement in teaching by television.

Most educators are open-minded and optimistic about the service that can eventually be performed by educational broadcasting. However, before extensive classroom use of broadcast materials will be undertaken there must be a feeling of confidence that these materials and procedures will be effective. This confidence can come from a realization that systematic, soundly-based teaching procedures are normally an integral part of the TV teaching experience.

Demonstration materials which show how instructional television has been used satisfactorily in other institutions could do much to establish confidence in educational television as a reliable classroom resource.

My experience in the field of utilization leads me to the following conclusions:

- 1) Increased familiarity with detailed and experience-tested procedures for using radio-television materials in the classroom would contribute to more extensive and more effective use of such materials.
- 2) A considerable number of colleges and school systems have had some useful experience in broadcast utilization. If shared, these experiences could supply immensely valuable insights and assistance to other actual and potential users.
- 3) There is a distinct need for practical means of sharing the experience of those who have developed competence in the use of instructional broadcast materials.
- 4) That need could be well served by mailable kits of materials designed to provide organized demonstrations of program utilization.
- 5) Plans for the production and distribution of utilization demonstration kits would be most feasible if developed on a national or regional level. Such a project would profit from having the broadest possible base from which to draw ideas, content, and financial and promotional support. The same demonstration materials would be equally useful throughout the country.

Mr. Gale R. Adkins, Director of Radio-Television Research
University of Kansas, Lawrence, Kansas
Letter - June 19, 1961

* * * *

With the growth of educational television stations throughout the United States, and with more and more educators finding themselves in a field about which they know little, it becomes imperative that a channel be setup for the dissemination of informational "know how" in program planning and producing.

The experiences of the past five years point up the fact that many problems would have been solved or completely eliminated by an agency such as the one now being proposed.

Mrs. Elaine D. Afton, Director of School Programs
KETC, Channel 9, St. Louis, Missouri
Letter - June 19, 1961

* * * *

I was pleased to hear that you are working on a set of demonstration materials for classroom utilization of Educational Broadcasts. This project will fill the gap in our most needed area: working with teachers in utilization of educational television and radio.

We have begun to attack scheduling problems of open-circuit television and radio, reduce reception problems in buildings with structural steel, solve financial problems involved in supporting television production facilities. However, there is one area, classroom utilization, which is less specific than other problems and yet more vital.

There is a unique quality in educational broadcasting which prevents us from adapting concepts of teacher utilization which were developed for motion pictures. The materials you are working on will be received with great enthusiasm and appreciation by those of us working in educational broadcasting in this area.

Mr. Paul Andereck, Director,
St. Louis County Audio-Visual Education Department
Berkeley, Missouri
Letter - June 19, 1961

* * * *

There are being produced in our country today many excellent educational broadcasts. In the classrooms of our schools there are many excellent teachers. What remains is for each to profit from the highest potential of the other .. for the good teacher to use the good educational broadcast in such a way that the classroom reaps the optimum benefit from an effective tool wisely and creatively used.

Dr. T. P. Baker, Director of Curriculum and Instruction
Austin Public Schools, Austin, Texas
June 19, 1961

* * * *

In my recent travels as Educational Television Consultant for the National Education Association I have found the lack of material to demonstrate effective utilization of instructional television to be a tremendous handicap. In my present position as Associate Investigator of the Technological Development Project this shortcoming has also become apparent.

To fill this gap I have worked with the Division of Audio-Visual Instructional Service in editing the booklet entitled, AND TV! TOO! and have produced a film entitled, "The Second Classroom." Both of these materials are in constant demand. Although they are helpful, they far from fill the gap of the kind of material teachers must see to fully understand their role in employing television as an effective classroom tool.

I am inquiring as to the state of your proposed project to develop demonstration materials of classroom utilization. As I see more and more TV workshops springing up across the country and see more inservice conferences, I am reminded of the need for the kind of material you proposed for your demonstration kits. May I state how positive I am as to the need for the kits and express my wish to cooperate with you in any way possible to develop them.

Mr. Lee E. Campion, Associate Investigator, Technological
Development Project, National Education Association
Washington, D. C.
Letter - June 29, 1961

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The need for a specific presentation about the utilization of educational broadcasts is becoming more apparent every week. General descriptive presentations about radio and television which have been used for such a long time now take second place to requests for material which is oriented toward classroom utilization of school programs.

Recognition of this need by teacher colleges and departments of education is most encouraging. It is especially unfortunate that so few appropriate presentations of this type now exist. If there is a proposal that materials of this sort be developed under an N.D.E.A. grant, I most heartily support it.

Mr. James A. Fellows, Executive Secretary
Empire State FM School of the Air, Television-Radio Center
Syracuse University, Syracuse, N. Y.
Letter - June 26, 1961

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It has been reported repeatedly in the literature on classroom uses of TV that the success is due largely to the attitudes, skill, techniques and adaptation of the classroom teacher. Therefore, in-service training for teachers in the techniques of TV utilization becomes of prime importance. School systems, teacher training colleges, workshops and all other teacher training agencies will be performing a valuable service by equipping teachers with these skills.

In Philadelphia we conducted a series of workshops on Saturday mornings in order to present this type of training. Our orientation courses for new teachers now include presentations to acquaint them with this new and important teaching device.

Since the use of ETV is increasing throughout the country, there is an urgent need for teacher training. Demonstration materials in this connection would be of tremendous value.

Miss Martha Gable, Director, Radio and Television Education
Philadelphia Public Schools, Philadelphia, Pennsylvania
Letter - June 20, 1961

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For more than thirty years I have worked in the field of audio-visual communications. Despite all that we have learned, despite all that good classroom teachers have learned, we do not know enough.

Throughout the United States many classrooms have teachers without training or experience in using radio, television or films as basic instructional media. Supervisors and consultants seek information and demonstration materials for use in inservice meetings. We have looked forward with anticipation to the kind of utilization materials that your committee has hoped to make available.

Elizabeth Golterman, Director, Division of Audio-Visual Education, Board of Education of the City of St. Louis, St. Louis, Missouri
Letter - June 19, 1961

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Our Instructional Television operation, with 2,700 classes and 80,000 known viewers each week, suffers from lack of sufficient visual material to promote utilization. Such utilization activity must be carried into schools not yet using television as well as those using it, but needing further guidance.

If the type of material outlined by you becomes available, and is adaptable to local application, our district and county television consultants will make extensive use of such kits.

Time is of the essence in this matter. I hope such aid, not financially possible on a local budget, will be available soon.

Mr. Victor M. Hyden, Jr., Director School Telecasts
KVIE, Channel 6, Sacramento, California
Letter - June 14, 1961

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It is my understanding that the National Association of Educational Broadcasters are interested in producing a Demonstration Kit for teachers' and classroom utilization of Instructional TV.

What a God-send!

Had we had such a kit, our problems of not only utilization, but of school district orientation would have been met almost immediately at the outset of our beginning broadcasts for schools on KVIE. Furthermore, it would have been a tremendous saving in man-hours for the work we did, and repeated, for many individual districts in our fourteen-county area.

In spite of these past two and a half years on the air, some of our larger districts are still dragging their feet in utilization of, and finances for the ITV service.

A Demonstration Kit would benefit the teacher and pupils not only in utilization, but alert administrators and Boards of Trustees to the possibilities of ITV more effectively than is possible at the present time.

This "LEARN BY SEEING HOW IT WORKS", could be the answer to the questions that so many ask: "How do we use TV?", "Will it take the place of the teacher?", "Why can't films do the job?" - and many others.

Instructional Television, our marvelous new tool for learning, has the same need in common with textbook publishers, film producers, manufacturers of business machines, automobiles, and countless other producers, that of DEMONSTRATION MATERIAL.

Mrs. Muriel A. Keffer, Director Curriculum, A/V, TV, and Special Services, Amador County, Jackson, California
Letter - June 14, 1961

Demonstration Materials as proposed would make a marked contribution to the utilization of both radio and television in the classroom. It would, I feel, contribute a great deal to the "average" teacher which could result in the improvement of teaching. For the imaginative teacher, the demonstration could serve as a spark to kindle additional approaches to a subject area.

The proposed demonstration kits would fill a real need for us in Wisconsin. Teachers ask us frequently for such help, and we do not have the personnel nor the budget to handle all the requests.

Arlene McKellar, Associate Director, Wisconsin School of the Air
WHA, University of Wisconsin, Madison, Wisconsin
Letter - June 19, 1961

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Imperative to good teaching of any subject at any level is the ability to teach children to do effective thinking. One of the finest things we can do for those who are learning to be good teachers is to demonstrate the processes by which the raw fuels of learning -- the things, facts, experiences, and events -- are converted into children's creative thought. It is not enough to provide the most effective and efficient teaching aids available. We must show our teachers-to-be how to use these promising tools toward the shaping of concepts. Those who are skilled in the ways of working with children must show them how.

Dr. Clyde Inez Martin, Associate Professor of Curriculum and Instruction, The University of Texas, Austin, Texas
June 19, 1961

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For the past several years we have worked on in-school TV utilization with steadily increasing success. We attribute this success to the gradual development of a sense of involvement of our consumer group, the principals and teachers of the schools using the courses we offer on television. This 'sense of involvement' is developed through participation of teachers and principals from the viewing area in planning workshops and conferences during which schedules and teachers guides are outlined. The enthusiasm generated in these conferences is carried back to the various communities by the participants who feel that they have made a substantial contribution to the over-all program.

Kits specifically designed for utilization workshops could be of tremendous value, and would certainly reduce the strain on those responsible for organizing said workshops. We always attempt to collect pertinent publications for distribution at our workshops, but invariably miss some of the most pertinent ones and include some less pertinent. A current bibliography (kept up to date) on pertinent research and projects is frequently requested by workshop participants, and would be most helpful. I believe that materials included in such a kit should be of a general rather than of a specific nature due to problems peculiar to various locales.

This is a very significant and challenging project which should provide a real service to educational broadcasting. The value of in-school broadcasting is measured by utilization. The nebula of our joint experience needs to be crystalized into a useful tool.

Mr. David W. Marxer, Program Director
Broadcasting Services, University of Alabama
University, Alabama
Letter - March 22, 1960

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Today's classroom teacher is both challenged and frustrated by the task of keeping up with 1) new methods and techniques now available, thanks to the electronics and communication fields, and 2) the body of information changing and increasing with each new scientific or sociological advancement.

Like Tennyson's brook, we teachers may "go on forever," but the boys and girls we teach are with us such a short time that we need every available means of 1) enriching our program, 2) assisting us to use to maximum advantage every resource that can be brought into the classroom, and 3) making the best instruction available anywhere - available everywhere.

How rich a learning environment even I could provide for my students if I had available and knew how to use the televised talent of Anne Slack, the Casals Master Class, the Heritage Series, Van Cliburn, Robert Oppenheimer, Robert Frost! But how tragic if they are only guests in my classroom when they could become part of the family if I only knew what to do with them.

Miss Wanda Mitchell, Director, Television Department
Evanston Township High School, Evanston, Illinois
Letter - June 19, 1961

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As the use of new media in the schools has multiplied over the past decade many who were working closely with these media realized that they would be accepted or discarded in direct proportion to the training that the utilizer had undergone.

A two-fold problem presented itself: one, there was a group of teachers already in-service without the necessary training; and two, there existed a lack of knowledgeable personnel on the staffs of teacher education institutions to do the proper training of pre-service teachers. Inasmuch as we were presenting telecasts to elementary and secondary classes throughout the central portion of the State of Michigan, Central Michigan University attacked the first problem - the in-service teacher. We have, for the past two years, taught a course, TV in the Classroom through our Field Service Division. This course was structured on one currently being prepared by the Association of American Colleges of Teacher Education.

As a teacher of this course I was in the embarrassing dilemma of having to "talk about a visual" medium because little was available in the way of demonstration materials. Soon I found that by begging friends at ETV stations I could borrow materials that demonstrated the studio teaching end of televised instruction. Nothing was available, either visual or printed, that had any demonstration value for the classroom utilization area. It is only within the last year that printed materials have begun to appear in texts, booklets from DAVI, MPATI, the Ford Foundation, etc.; but still the area of actual visual demonstration materials remained barren. I understand that MPATI, and some others, have recognized this need and are beginning to prepare materials of this sort for their own use. If there were only some way that these materials could be made available to teacher training institutions and/or we could be made aware of their existence as they are developed, it is obvious that the number of teachers with knowledge of broadcast utilization could be increased many times over throughout the country.

I have heard about the study that your committee is undertaking and wish to inform you of my wholehearted support, if not now, then whenever these materials are made available for purchase or loan.

Mr. Lewis A. Rhodes, Director of Television
Central Michigan University
Mount Pleasant, Michigan
Letter - June 16, 1961

I think the idea (Demonstration Kits) is an excellent one and would fill the vacuum in presenting the picture of ETV to the many groups who need to be informed in this area. This is particularly true in the Rocky Mountain region where ETV has not made quite the impact as in some other sections of the country

Jim Ward, Director, Radio-TV Department
University of Colorado, Boulder, Colorado
Letter - April 14, 1960

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It is imperative that good uses of educational broadcasts are disseminated widely among potential users. We know that mere exposure does not guarantee learning. Teachers need the know-how involved in making effective use of the programs we develop on television. All of our efforts will fail unless teachers see some way to use these programs for their own educational objectives and are acquainted with effective methods of selection, preparation, follow-up and evaluation. We cannot take for granted that teachers know how to use a telecast effectively in promoting learning. Television is a new tool and requires different utilization skills than are needed for other resources.

Harold E. Wigren, Educational Television Consultant
National Education Association, Washington, D. C.
Letter - June 15, 1961

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Scanned from the National Association of Educational Broadcasters Records
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